

Assessment of Family Activities & Routines

This questionnaire will help providers get a picture of a child’s typical performance in everyday family activities/routines. The best way to use the form is as a guideline for an interview or conversation with the caregiver(s). When used as an interview/conversation guideline, the provider makes sure that s/he learns about how each activity/routine occurs in the household, the child’s participation in the activity/routine, and the extent to which caregiver(s) are satisfied with the child’s participation. Information from the child’s caregivers helps providers determine, with families, (1) routines/activities in which the child’s participation could be improved and (2) activities/routines in which the child participates well so that these may be used as a context for practicing or acquiring new skills and abilities. At the end of the interview, providers identify activities/routines that do not meet caregiver expectations and describe what caregivers would like to see happen in the activity/routine. Providers also talk with caregivers to identify the activities/routines that are enjoyable for the Caregiver and child.

Date: 4/7/08 Child’s name: PG Age: 17m Completed As: Guided Interview with SG (mother) Provider Name: LLB

DIRECTIONS FOR THE CAREGIVER ASSESSMENT AS AN INTERVIEW/CONVERSATION:

1. Ask the caregiver open ended questions about each activity/routine. For example, start by saying “tell me about bathtime and how your child participates during bathtime.” Follow-up by asking additional questions so that you gain an understanding, “a picture”, of what the routine or activity looks like. Then ask the caregiver to rate the child’s participation in terms of the caregiver’s expectations (e.g., exceeds, meets, occasionally meets, does not meet). If you wish, you may ask the caregiver about how satisfied they are with how the activity/routine is going. For some families, this helps them identify where they want to focus.
2. Ask the caregiver to rate their child’s use of functional skills (e.g., socializing, communicating) within activities and routines and their satisfaction with the child’s abilities. You are not trying to find out about the child’s deficit/delay (e.g., speech) but rather the extent to which limitations may interfere with a child’s participation.
3. Identify any routines which may not be going well (so that you can help families make them go better); Identify routines that are positive for families/children as these will provide a context in which to show families how to teach their children identified skills

ROUTINE/ACTIVITY	EXPECTATIONS				COMMENTS	SATISFACTION				
	<u>Exceeds</u>	<u>Meets</u>	<u>Occasionally Meets</u>	<u>Does not meet</u>		<u>Very</u>	<u>Is OK</u>	<u>Somewhat</u>	<u>Not</u>	<u>Did Not Ask</u>
BATHTIME	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sitting in tub is problem; Slides under seat belt; does not hold him well enough. Enjoys play with tub toys.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MORNING ROUTINE (getting up, getting dressed, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I dress him in the morning – no time and he can help but it takes too long. He wakes up happy and ready to go.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVENING ROUTINE (getting ready for bed, going to bed, sleeping)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Watches video and then we read a book in his rocking chair; he enjoys both of these activities and falls asleep easily.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MEALTIMES (appetite, level of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Does not finger or spoon feed; can help a	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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assistance)					little with cup; chews ok but not big pieces; Eats with us and can stay in highchair until everyone is done.					
PLAYING WITH BROTHERS OR SISTERS OR FAMILY MEMBERS	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Can't play by self with toys. Can watch video or TV if propped in sitting; has so much trouble moving arms & hands that even big toys need assistance. Likes being read to and watching someone else do the toy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHYSICAL ACTIVITIES (riding a bike, playing outside, playing on playground equipment, swimming)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	He is best at swimming – loves the water, can be propped in kiddie pool or I hold him; can't do any riding toy – can't hold on. We have not tried playground equipment. He might like sandbox if I could figure out how to prop him up and have his hands reach the sand.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AT HOME CHORES (cleaning, preparing meals, watching TV, caring for pets, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He enjoys TV – especially Sesame, Barney, etc. or children's movies (Disney). Too little to help with other chores.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEAVING THE HOUSE TO GO SOMEWHERE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He enjoys going out, riding in car. Does take longer to get him ready, carry to car, put in seat, etc. Does not help at all but does not fuss.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RUNNING ERRANDS (grocery store, mall/store shopping, banking, wash/cleaners)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can only go one place at a time if he is with me. Too much time and effort to get him out of the car, in a stroller, etc. & getting too heavy to carry. For multiple errands, I leave him at home.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUTINGS (visit a friend/relative, eat at a restaurant/fast food, go to museums, amusement parks, zoo, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Going out is no problem – visits, eating in restaurants, etc. are things he really enjoys. Sometimes the equipment is a problem or he has to be held. In restaurants, he sits in stroller because cannot sit well enough in most highchairs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USE OF FUNCTIONAL SKILLS IN ROUTINES/ACTIVITIES										

ROUTINE/ACTIVITY	EXPECTATIONS				COMMENTS	SATISFACTION				
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SOCIALIZING (e.g., interacting with peers and adults)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Very social – smiles, gets people’s attention, makes noises; but in child care, may only play with adult – other children are moving around too much.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNICATING with peers and adults	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes a lot of noises but does not have words yet. Sometimes hard to know what he is trying to get across	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GETTING AROUND (mobility at home/community)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This is becoming bigger problem as he gets older/bigger. Cannot walk yet or really crawl well; needs to be carried a lot; in child care is totally carried.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
USING HANDS & ARMS for functional tasks (e.g., range of motion, holding objects, manipulation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	He can bat at toys if suspended but cannot grasp anything; can bang, push big objects sometimes. Also makes other things hard – eating, bathing, dressing, etc. Needs help with everything	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use blanks to add activities or routines not included in categories										
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on your answers above, list the routines/activities that do not meet your expectations.

ROUTINE/ACTIVITY	What would you like to <u>see</u> happening: What would the child be doing? What would you or other family members be doing? What strategies have you tried?
1. Mealtimes	Would like to see PG sit next to me or his dad during dinner and try to feed himself either with his fingers or spoon or both and to eat a wider variety of foods other than junior foods or food that I blend or grind.
2. Physical Activities	A lot of the other mothers sit outside with their children while they play in the yard. I would like to be able to do this and would like to see PG playing with other children like on a riding car or in a sandbox.
3. Playing with Family Members (Caregiver)	PG is an only child but we visit my sister(s) quite a bit and both of them have children – one 4 and one 3 and 5. I would like to be able to take him to my sisters and see him playing with his cousins and at home to play with me or his dad with toys without our having to do everything while he just watches.

Based on your answers above, list the routines/activities that are enjoyable for your family and child.

ROUTINE/ACTIVITY	
1. Evening Routine	He especially enjoys being read to and watching an evening DVD to unwind from the day.
2. Leaving the House & Outings	Enjoys going in the car, on visits to my sisters, parents, and to places like the zoo or Children's museum. We often go to the park, zoo, etc. with my sisters and their children and as long as he can be in his stroller, everything goes well although he participates primarily by watching/looking.
3. Watching TV, listening to stories	He really enjoys the children's shows if they have a lot of music and activity. Many DVD shows are also ones he likes. He "sings along" and is very engaged. He is attentive when being read to, makes noises when asked questions about familiar stories, and tries to turn book pages.

Additional Comments: Functional skills of using hands and arms and getting around currently limit PG's participation in some activities and routines. As expectations change as he gets older, these limitations may even further interfere with participation. While he communicates sufficiently with family and child care personnel at this time, his lack of words may eventually become more of a challenge for participation and may influence his ability to participate and socialize with other children.